

THE EDUCATIONAL NEWS BULLETIN * * *

*Broadcasts over WKZO
W. G. Warburg, Chairman
Comm. on Radio Education
1936-7
Mrs McKimley Robinson
Director Dep. Rural
Education.*

VOLUME VI

OCTOBER 1935

NUMBER 1

WESTERN STATE TEACHERS COLLEGE
KALAMAZOO • • MICHIGAN

The Educational News Bulletin is designed to keep the Teachers College faculty and interested school people informed concerning the educational activities, policies, and practice at Western State Teachers College.

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REFLECTIONS AND ANTICIPATIONS

An Editorial by

WM. MCKINLEY ROBINSON

Director, Western's Radio Hour, 1933-1935

We are indebted in this issue of the BULLETIN to a group of authorities well known in the field of educational broadcasting. All of them have faith in the potentialities of the radio when understood and used as one of our most powerful educational agencies. As yet, educators on the whole have not seriously considered its possibilities.

Western State Teachers College has been among the first of the teachers colleges to incorporate regularly scheduled broadcasts among its accepted activities. Four years ago it entered the field through the generous co-operation of the local broadcasting station, WKZO. Two 15-minute broadcasts each week plus Sunday half-hours twice a month have been scheduled during the academic year.

The most trying experiences of the director have been with attitudes of scepticism or condescension. In mentioning these, I do so because these are the points at which we need most help. Let me hasten to add, however, that actually these were overshadowed by the response received from our listening audience and by the co-operation and hard work of faculty members and outsiders asked to participate. Some of the 15-minute roundtables broadcast required, according to reports, from fifteen to twenty-five hours for preparation.

First, many faculty people even yet look upon radio programs as being primarily cheap and vulgar, having about the same relation to the listening audience as the penny tabloids have to the newspaper reading public. A few entertain for the radio such contempt that they will not even have one in their homes; however, this number grows smaller all the while. In casual conversation with almost any member of the faculty, one finds he listens to certain broadcasts and wishes he had more time to listen to more of the many worthwhile programs available. I sometimes wonder whether we school people have not devoted too much time to criticism of the weaknesses of the radio and too little

time to articulate appreciation of and constructive suggestions for the best the radio has to offer.

Second, some faculty members apparently question if there is any place for the local radio station except for local advertising and chain programs. They will grant that there is a place for local newspapers, but they fail to grant similar justification for the local broadcasting station. Emphasis is necessary to get them to prepare their radio programs in terms of the needs and interests of Southwestern Michigan which is largely rural. A "listening audience consciousness" must be developed. I am one who believes firmly that publicly owned and controlled institutions of higher learning have an obligation just as surely to their service area as to campus students. As elementary and high school teachers are expected to learn the techniques of visual and health education, so should college teachers master new techniques of presenting their subject matter.

The third difficulty encountered is in assuring the faculty performers that any one is listening. It is difficult to put any personality into a talk when one cannot envision listeners; particularly is it difficult to maintain an easy conversational style even when one is participating in a roundtable. To help secure an audience, each six or twelve week broadcasting period 5,000 printed programs were mailed or otherwise distributed among our potential listeners, in addition to the weekly announcements carried in the "Teachers College Herald." A number of postcards and letters of commendation and requests for copies of talks have been received chiefly from our "listening area" within a radius of 100 miles of Kalamazoo. During the past year approximately 1,000 were sent out.

Fourth, one justification of local broadcasting is the personal acquaintance or knowledge of the speaker held by many of the listeners. Any publicity value accruing to the College must come from the high quality of the program using faculty members personally known to many of the listeners. And so we have been very anxious that the voices of our people seem as natural as possible. Any one at all familiar with broadcasting knows that such entails auditions. Failure of wives at home to recognize the voices of their own husbands has encouraged auditions.

And what for the future? Are we interested in the possibilities of broadcasting for the schools in our area, and especially those small schools whose curricula most need enrichment?

A BRIEF GLANCE AT ADULT EDUCATIONAL BROADCASTING

By

LEVERING TYSON

Director, National Advisory Council on Radio in Education

The period for making categorical statements about the radio in education is over. In more ways than one we need a breathing spell. Apparently, we are going to have it. As long ago as 1921 enormous hopes were voiced that the then entirely new phenomenon of broadcasting would revolutionize American education; that our school population would experience new inspiration in a novel and wonderful way; and that a new era of distributing enlightenment had dawned. Later, as the so-called adult education movement started, all this enthusiasm was translated into the new field.

Now what has happened? The writer believes few know or realize. Certainly, the radio hasn't changed except that it has become more flexible, more powerful and more generally available. We know its influence has expanded enormously. But actually what residue exists of all the fervently expressed dreams of a decade ago?

Actually, haven't we merely come to our senses? In the first place we have discovered that while the radio has its uses in education, and they are admittedly very great, nevertheless it has its liabilities and difficulties pedagogically which must be recognized and admitted before its assets can be realized. Never before have we had an instrument by which whole populations can be reached simultaneously, whether the contemplated audience is a city or a country or a region or a nation. The implications are enormous. The responsibilities are staggering. It is just too early in the development of this art of communication to indicate its ultimate place in education. He who attempts it is brave indeed, if not unintelligently rash.

However, there is no doubt that we have entered upon a period of inquiry into and study of the radio. That needs no particular brand of courage nor of daring but it does demand intelligence and patience. On the one hand we have a device which startles and maddens us with its possibilities. On the other we have a social order which some think is changing rapidly and which others are determined to defend; and the role of education and adult education in such times is an important one.

How can the two be fitted together? The writer believes that those

who accept the responsibility of a teacher or an educator can not ignore these considerations when considering radio. Decisions will have to be made but they should be arrived at only after thorough objective study of all the problems involved. We know "the American public" listens to the radio. We of the National Advisory Council on Radio in Education have experimented with various types of programs on serious subjects of public concern. We know large audiences are ready to hear what well informed people have to present over the air. But we know also that large as are the audiences which have been built up for these programs, they can not compare with the hosts who listen to "popular" entertainment, or to some of the various programs which the commercial broadcasters, with their wide experience, have made attractive by the use of "techniques" to which the usual listening audience is now accustomed. It doesn't matter how authoritative the content of a radio program is, it is no good at all if no one listens to it. That is the big lesson to be learned from the experience of the commercial broadcasters. The educator, until recently, has refused stubbornly to recognize this fact.

While the educator has lagged behind in developing uses for this new device, the demagogue and the propagandist has seized it for his own. One of the biggest problems facing the broadcaster today is to devise means whereby he can protect himself against cleverly conceived attempts to use the air for all manner of propaganda for this or that pet theory or hobby. The enormous listening audience built up by the late Huey Long is a case in point. If the agitator and demagogue can harness the forces of radio in their interest and educational officials refuse to study it and use it for public purposes, the ultimate result will be tragic. Yet that is exactly the situation today.

The production of radio programs about important subjects of an educational nature, and I am using education in a broad sense—is one of the biggest adult educational problems today. There are huge untapped resources of learning to draw upon. In our colleges and universities and school systems we have authorities and scholars who can furnish us with material which will provide the background for programs seemingly without end. Public officials and eminent citizens are available for advice and counsel. Yet no method of organizing this reservoir of talent and erudition into programs which will be acceptable generally to the radio audience has yet been found.

There are many bright spots, however, which are straws showing the direction of the wind. In the first place the broadcasters themselves are now willing to give as much help as they can in this matter of techniques. Their experience in producing popular programs, no

matter what our individual opinion of them may be, has been successful in creating audiences. Somewhere in their procedure there is something which will give educators the clue. In the next place, educators themselves have come to be willing to experiment. No longer is the opinion held against all comers that an erudite class room lecture delivered by a prominent expert, is educational broadcasting. Dialogues, round tables, discussions and other forms of presenting "talks" programs have appeared in relatively large numbers in the last few years. Even background music has been injected into some programs with no alarming consequences. Our own Council has definitely considered the organization of radio work-shops as laboratories for trying out program ideas and techniques,—in other words experimenting in a place where logically trials should be conducted, rather than experimenting on the air. The first of these work-shops has already been established at the University Broadcasting Council in Chicago. Finally, there seems to be a realization that the guerrilla warfare between education on the one hand and commercial broadcasting on the other should end. The Federal Communications Commission, under the chairmanship of Dr. John W. Studebaker, United States Commissioner of Education, has established a committee to effect mutual co-operation between broadcasters and educators so as to combine the educational experience of the educators with the program technique of the broadcaster, thereby better to serve the public interest.

All these factors are working toward an ultimate solution of a most important educational problem of extremely significant public import.



That man has had a liberal education who has been so trained in youth that his body is the ready servant of his will; whose intellect is like a clear, cold logic engine, ready to be turned to any kind of work and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of Nature; one who is full of life and fire but whose passions are trained, to hate all vileness, and to respect others as himself.

—THOMAS HUXLEY.

EDUCATIONAL BROADCASTING—AN URGENT NEED

By

DR. TRACY F. TYLER

Secretary and Research Director, National Committee on Education by Radio

"Real social usefulness for the radio is an impossibility—as complete an impossibility as proper education would be if a large part of every hour in every classroom in the public schools of the country were turned over to people who came in and addressed the children regarding breakfast foods, or automobiles, or wooden legs. I don't blame the advertisers or the radio stations for trying to make money; they live in a money-making society and simply obey the same rules as everyone else. It does seem to me, however, that it is time for society as a whole to look at this situation and decide whether we want it to go on."¹

What a beginning for an article dealing with the general topic of educational broadcasting! Yet the statement is not an old one made during the early days of radio but is a conclusion voiced during the current year by a man who is a keen analyst and observer of the American scene. If this appraisal of radio seems too critical, consider another opinion, rendered in this instance by a member of the Commission charged with the regulation of radio broadcasting in the United States. In an address widely commented upon in the press Commissioner Payne said:

"When we stop to realize that the radio in this country is practically entirely in the hands of those interested solely in its commercial aspects, we are inclined to wonder what might have happened to civilization if the press had been for about five hundred years controlled by commercial agencies, and educational and political reformers had been unable to get their ideas into circulation because the commercial control found it could make more money by appealing to the tastes and interests of the less intelligent rather than the more intelligent."²

If these statements are true, and I am sure that most of us are thoroly in agreement with them, they are a challenge to the American people. They are sufficient proof of the fact that what America needs is more educational broadcasting, and less of the present radio fare.

What is educational broadcasting? Too many have the impression that it consists only of broadcasts intended for school use or of programs in the field of college or university extension. Both of these types of broadcasts are valuable and are being presented interestingly

1. Bliven, Bruce. "Public Ownership of Radio." Proceedings, Ninth Biennial Public Ownership Conference, Washington, D. C., February 21-25, 1935, p. 97.

2. Payne, George Henry, member, Federal Communication Commission, in an address before the American Association of Agricultural College Editors, Ithaca, N. Y., August 21, 1935.

and effectively in various parts of the United States. Another erroneous impression frequently held is that any programs which are educational are uninteresting if not boring. This may sometimes be the case, but not necessarily so. However, educational broadcasting includes more than the aforementioned types of programs. Probably it includes a major portion of the material presented by radio, whether it be talks, news, discussions, debates, plays, eye-witness accounts of current events, or music. To be called educational, the only requirement is that the program must effect a change in the attitude of the listener.

If we assume such a broad definition as this we realize at once that most programs are educational because most programs influence the hearer in one way or another. If that influence is desirable and in the right direction, radio is beneficial. If the listener is affected neither for better nor for worse, the program is valueless. If, on the contrary, he is injured in any way, then radio is harmful. To be truly educational in the strictest sense the material must be presented in an unbiased manner and must exert a positive influence on the listener.

It is clear when studied in this way that American radio broadcasting appears at a decided disadvantage. The individuals who are in control of the programs are not educators; they are not cultural leaders, but instead, are salesmen. Their sole purpose is to gather together the largest possible audience. When that audience has been assembled, their entire effort is directed toward selling it some article or service. If the program which accompanies the sales talk accomplishes some good, all the better, but if so, it is incidental.

There are two kinds of broadcasting stations in the United States: the commercial stations with which all of us are familiar and the educational stations which are found only in certain areas. The former constitute approximately 98 per cent of the available radio facilities of the country. In many instances they present a few excellent educational programs. In Michigan, for example, one of the Detroit stations broadcasts daily programs from the University of Michigan. A station at Kalamazoo has been presenting a program sponsored by Western State Teachers College. These two examples illustrate one way of reaching the listeners with beneficial programs. We need more broadcasting of this sort. We need also a greater appreciation on the part of educational, civic, and cultural leaders of their responsibility in bringing to the attention of the listening public the value of such programs to the end that more listeners take advantage of them.

The difficulty involved in presenting educational programs over such stations is that the stations are controlled by commercial interests. Most of them have set aside for commercial purposes the hours of the

day best suited to listening. Colleges, universities, school systems, and other educational agencies, when given any time at all, have been forced to take the least desirable hours.

The educational stations are those owned by the states, by educational institutions, and by other nonprofit agencies. They constitute another means of reaching the listeners with educational programs. Most of these stations have been meagerly financed and their assignments of frequency, power, and time on the air have been unsatisfactory for serving their constituents. Michigan has one station of this type—WKAR, operated by the state college at East Lansing. In the neighboring states of Ohio and Wisconsin are found two of the better financed and more effective educational stations. The establishment of similar stations in other states would be desirable. Financial considerations are the only ones which so far have delayed this forward program.

If most of the American radio stations are to continue to be supported by commercial advertising, it is essential that some means be adopted for insuring the presentation of suitable educational programs. It has been suggested that the Federal Communications Commission require of all licensees the setting aside of certain definite hours in the evenings as well as during the day time and that the use of these hours be controlled by the responsible educational authorities. If such a scheme were put into effect many of the present difficulties would be eliminated. It would go far in restoring free speech and in eliminating the present vicious commercial censorship. However, some of the weakness to which attention was called by Mr. Bliven and Commissioner Payne would still persist.

Another solution to radio's problems is the proposal made by the National Committee on Education by Radio. It has received widespread approval among educational, civic, and governmental leaders. This proposal is for a noncommercial chain to parallel the present commercial networks. Briefly, the plan contemplates a system to be controlled by national, regional, and state boards. The selection of members of these boards would be so well safeguarded as to take them completely out of politics and make them wholly representative of the educational and cultural life of the nation. A more complete description of the plan can be found in the May 16, 1935 issue of *Education by Radio*, which can be secured free by writing our organization in Washington, D. C.

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When one goes to college he does not go from classroom to classroom listening for a few minutes and then going on, but he studies carefully the catalog and registers for a course which meets his needs. Instead of turning the radio on for hours at a time, each listener, by consulting the various notices of radio programs, can select his radio curriculum with just as great care. If each owner of a receiving set would adopt this plan, it is probable that there would be 90 per cent less listening than at present, but none of the good programs would be overlooked and the general effect upon the entire population would be the reverse of what it is today. As a further result, stations would enlist the aid of educational authorities in preparing programs which would gradually raise standards—a type of program found rarely today.



IRON-DUST OF STARS

Have they taken the dream away even from stars
When they question the star-streaming beauty of Mars?
Are the red Betelgeuse and Antares so cold
That the white and blue Rigel and Achernar hold
Greater glamour for lovers because they are hot
And on isochromatic plate filter a spot
Which shows visual magnitude greater by far
Than the photographs tell of the cooler red star?

Since this star-dust descending red-molten to ground
Under scientists' spectroscopes plainly was found
To be made up of basalts and oxygen gas
Which were fused and then cooled to coagulate mass,
Shall the naked eye find it no longer can dream
Because luminous stars are not just what they seem?
Or will life not empirical still remain odd
And both lover and scientist ponder on God?

—RUTH GENEVIEVE VAN HORN.

A DECALOG OF SUCCESS IN CLASSROOM

USE OF RADIO

By

B. H. DARROW

Director, Ohio School of the Air

Radio, like automobiles, has become such a definite part of our experience that most of us feel ill at ease when we do not have constant access to it. We listen not only in our homes but in all manner of places of business, factories, and even as we ride in trains, buses, airplanes and automobiles. It is an accepted part of our daily life. We are keeping more closely in touch with the world's happenings than ever before. The rank and file of our people are learning to recognize music and drama that were hitherto the property of a comparatively few.

And the end is not yet. Even before television comes there is to be an increased use of radio. When television arrives it will indeed be pitiful if our day by day education of ourselves shall not be speeded up to the extent that the automobile has improved travel over the horse and buggy period.

Before mentioning the measures which must be taken to make a success of the classroom use of radio, let me point out a major change which must take place in American broadcasting. More attention must be given to those people who want to be educated as well as entertained. Since most of them will be working in the daytime, those evening hours which are now dedicated almost exclusively to entertainment must give way. There must be some periods for those who want the educational programs to be of a more formal nature than the educational broadcasts now available in the evening.

We must provide definite review courses in history, geography and language for those who do not understand college terminology. In fact the one series should be for those who can not "read readin' or read writin' but who can hear hearin'." Every one of them can appreciate the fascinating history of this new nation on the new continent. They can all get its geography, even if their only maps are road maps; they can all use their teaching of English because it may give to him not

only the use of words but the confidence which makes for salesmanship. And progress must be carried forward on the spearpoints of salesmanship.

We should also be putting on the air a continued training somewhat on the level of the high school but let it be courses untroubled by too much difficult terminology. Thus there should be economics entitled, "Learning to Make a Better Living"; Sociology, "Learning to Live Together"; Civics entitled, "Uncle Sam at Work"; English and Rhetoric under "Every Man a Salesman".

There is no sufficient reason that every school house of America might not voluntarily become the home of a night school. The Superintendent of Schools might seek volunteer discussion leaders who would listen with the adults gathered at the school building each evening. These leaders would listen and then lead the discussion. They could then add such teaching as their own mastery of the subject permitted and give to those who desired it a chance to fill out a carefully devised test sheet which would show whether or not they had arrived at mastery of each lesson. The desks, the blackboards, the maps and other equipment of the school would then be rendering their services to added thousands.

Such courses need not be as formal as the broadcasts which are sent into our schools by such efforts as the Ohio School of the Air, the Wisconsin, the American, and others. Nevertheless, many of the same considerations would apply to this "Night School of the Air" as applies to the daylight ones.

The following decalogue is one used by the Ohio School of the Air to emphasize that the successful use of radio broadcasts is a matter of teamwork between the broadcaster and the classroom:

1. Provide satisfactory radio equipment.
2. Listen in small groups, preferably in classrooms.
3. Allow each class to listen only to the features intended for them. Insist on close attention, always.
4. Study the Courier, interest the class in the course as a whole.
5. Develop their interest in every broadcast, provide necessary ground work, prepare.
6. Learn how to receive three types of broadcasts with their varying requirements:
 - (a) Motor activities
Allow children to follow directions of the microphone teacher as in rhythemics, learn to sing, etc.
 - (b) Visual activities

center the eye attention of pupils on maps, drawings, outlines, or objects under discussion in all other subjects except dramatizations and stories.

(c) Imaginative activities

Pull shades and close the eyes in case of stories or dramatizations in which the imagination should form the picture undisturbed by the outside world.

7. Treat radio-received information the same as all other—include it in tests, examinations, etc.
8. Provide retention by discussions, keeping of note-books, projects, etc.
9. Foster home discussion of broadcasts heard by both home and school.
10. Give us every suggestion for the improvement of the broadcasts.



Since man in a few hundred centuries has traveled from the lonely savages in the upland caves to the engineer and chemist and psychologist of today, it is not difficult for me to believe that in a little time our race, moving necessarily in the direction of its innate promptings, will enter upon a life that will be broad and gracious and lovely and beautifully eventful beyond anything we can dream of now or desire.

—H. G. WELLS.

SOME RADIO NUBBINS FROM THE STATE WHERE THE TALL CORN GROWS

By

W. I. GRIFFITH

Director, Radio Station WOI, Iowa State College, Ames, Iowa

We believe that Radio has now passed the experimental stage and that it has advanced to the stage of being recognized as an important agency of education.

We believe that Radio has a very great influence on the listener. Whether the influence is beneficial or detrimental will depend almost entirely upon the content of the material and manner of broadcasting.

We are more familiar with the wishes of the WOI Radio audience than with any other groups. Judging by their response we believe that they are interested in educational material that really offers some instruction, and in high class entertainment numbers, worthy of being broadcast by a college station, that really adds to the sum total of the listeners' culture and appreciation of the most worth while things in life.

For several years WOI has broadcast a morning program known as a Matins period. At seven o'clock in the morning a hymn is used, followed by the reading of a Psalm or other passage of scripture, without comment. A member of the college faculty or a local clergyman then gives a five minute discussion on some worthwhile thought for the day, and the period is then closed by the use of another hymn. The same speaker usually uses the time throughout one week, which gives about thirty minutes for the development of six thoughts which are usually related. Mimeographed copies of the six short addresses are offered to listeners. The number of requests usually varies from one hundred to three thousand. A permanent mailing list is not maintained for the reason that the men and women responsible for the preparation and broadcasting of the material, do so without other reward than that of reading the cards and letters of appreciation. No claim is made that these series of semi-religious broadcasts are of interest to all listeners within our broadcast range, but the claim is made that a very high per cent of the sober, substantial, bread-and-butter type of citizen is very much interested, and feels that we are rendering a service that is satisfactory to him, and that his day is not started quite right if for some reason he is unable to tune in.

service, and non-profit groups. We have found them most anxious to co-operate in the preparation and presentation of their material. Judging from the responses received from broadcasts of this nature we are forced to the conclusion that a large part of the public is interested in a radio program that instructs, and may properly lay some claim to culture and refinement in its entertainment numbers.

We do not think that Radio will be a panacea for all the ills of mankind, but we do believe it is one way of supplying helpful information to many who are in a receptive frame of mind, and that as a tool for promoting education, it is bound to occupy a position of importance, second only to the art of printing in the long list of inventions that have proven to be a boon to mankind.



"If what you want is a dead level of mediocrity, if what you would like is a nation of identical twins, without initiative, intelligence, or ideas, you should fear the universities. From this standpoint universities are subversive. They try to make their students think; they do not intend to manufacture so many imitative automatons. By helping the students learn to think the universities tend to make them resistant to pressure, to propaganda, or even to reward. They tend to make them dissatisfied—if there were no dissatisfactions there would be no progress—and they are likely to make them want to do something to improve the conditions under which our people live."

—ROBERT M. HUTCHINS,

President, the University of Chicago.

EDUCATIONAL BROADCASTING

JUDITH WALLER

Educational Director, Central Division National Broadcasting Company

The use of radio in the school room is a moot subject, while a number of series have been worked out and broadcast for classroom use, their educational value is doubtful. There are few, if any, very good school broadcasts on the air today anywhere in the United States. There are a number of experiments being made and there are programs that most of us have heard of; for instance, the Ohio School of the Air; the Cleveland experiment, the Wisconsin School of the Air; the school of the air which we have been running in Chicago; the Standard broadcasts on the Pacific Coast; the experiment in Rochester, and a number of others—not counting the network broadcasts for the schools, the Damrosch hour, and the American School of the Air. Frankly, with a very few exceptions, I do not consider these schools of the air successful in the same way I consider, shall we say, "One Man's Family" or "Amos 'n Andy" successful programs.

The very nature of radio is such that it must vitalize a speaker and his subject matter to hold the attention of the listener. On a platform a speaker even though he or she has not much personality can hold the audience in front of him. But over the radio a negative personality cannot expect to attract to say nothing of hold the attention of either an adult or child audience. I am convinced that a speaker to be successful over the radio must be sincere, convincing and able to project a vivid personality that stimulates his audience to some form of activity. There are too few such speakers available and, therefore, straight speeches over the radio are, in the majority of instances, not successful or wanted by the listening public. So other ways must be found of getting the message across. This can be done through changes in voice to lift the monotony of an uninteresting speaker, round tables, dramatizations, questions and answers, etc. The simpler and the more informal the programs are, the better. I do not consider broadcasts by children to be of value or of interest to any but the relatives and teachers of the children broadcasting.

Down at Columbus, Ohio in May at the Ohio Institute for Radio Education, a number of the various schools of the air presented records of their programs for criticism, and were incensed when they were told that the programs were negative in attention-getting or in value. They contended that thousands of school children listened to and enjoyed them every week, not realizing, or at least, not acknowledging that the

poor children had no say in the matter. The teacher tuned in the program and sat at her desk at the front of the room while the program was on, and of course the children could do nothing else but listen. The only fair way of testing whether or not those children really enjoyed and got anything from that type of radio program would be to offer them their choice of such programs as against the same subjects treated by someone like Lowell Thomas or Carveth Wells. Only then could one be sure which type of programs was the most successful. I haven't much doubt as to which would be chosen.

Radio should not be used as a substitute for classroom teaching, but rather as a supplementary aid whereby the curriculum may be enriched. Many activities having great educational value are lost almost entirely unless gotten by means of the radio. We may read about Admiral Byrd and his South Pole expedition, about the opening of Congress and the President's message, but when we hear the voices of these men, they become real human beings and their activities are lifted out of the realm of print into that of actual happenings. Unfortunately many of the best of these programs come during the out-of-school hours.

It must be remembered that very few school superintendents or boards of education have taken the subject of educational broadcasting seriously enough to give it the thought and attention which is necessary to bring it to a successful project. It has seemed to be a frill, a toy, and not a necessary part of the school curriculum. Money has been too scarce during these trying depression years to lay aside any for experimentation along outside lines, and where broadcasters have tried to co-operate to bring programs to the schools, they have found an apathetic attitude and crowded curricula stumbling blocks to their initiative. There are exceptions—the Wisconsin School of the Air is one. They have done a most interesting piece of work in creative art put on by a professor of art from the University who has a great deal of personality and imagination and the results he has achieved are amazing; they have also done an excellent job through a series of science broadcasts. The Rochester Public Library reports a successful series of book talks put on for the schools. The Standard musical broadcasts previously referred to have become famous. Where such programs as these are used, the best results come when preparation of pupils is given in advance and time is allowed for discussion following the broadcasts. Differences in time and environment throughout the country make it almost necessary that programs be local in nature.

I do not believe that successful school radio programs will be realized until professional people instead of broadcasters are willing to take the time to work out such programs.

EDUCATIONAL CONFERENCES

As a part of their summer session programs a number of Michigan educational institutions featured special conferences. On July 10 and 11 the University of Michigan's School of Education sponsored its sixth annual Summer Education Conference. The discussion centered around the topic "American Education in the Future—a Series of Predictions". The third annual Out-of-School Education Conference was held at Michigan State Normal College on July 17. Reports were given of various educational projects which are being carried on outside the school room, and special emphasis was given to those for youth. The Western State Teachers College sponsored a number of conferences in which both students and laymen participated and which brought to the campus specialists in such fields as character education, visual education, mental hygiene, social welfare agencies and a number of others of particular interest to teachers. Outstanding among these special occasions was the second Adult Education Conference which featured talks, demonstrations and group conferences and concluded with a public forum.

Immediately following the close of the summer session the Central State Teachers College was host to the annual meeting of the Michigan County School Commissioners. In addition to listening to topics of general interest discussed by outside speakers, the commissioners spent much time in informal discussion of problems of special interest to them.

The National Association of Educational Broadcasters held their annual meeting at Iowa City, September 9 and 10. The program was planned for station managers, engineers, program directors, and all others interested in educational broadcasting.

"A National Forum on Country Life Programs" was held at the Ohio State University from September 19 to 22 under the auspices of the American Country Life Association. A one-day preliminary conference on "Services Essential for Effective Rural Living—and How to Get Them" was conducted under the direction of the Home Economics Division of the U. S. Department of Agriculture.

Manistee was host to the annual conference of Michigan City superintendents of schools on September 20 and 21. Among the topics considered were "Selling Education to the Masses", "New Techniques", "Desirable School Legislation" and "Tenure". Each topic was intro-

duced by a special speaker and then the subject was open for discussion from the floor under the direction of a specially assigned leader.

The 1935 "Mobilization for Human Needs" Conference was held in Washington, D. C., September 23 and 24. The first session was at the White House and the "Charge to Citizens" was given by President Roosevelt. Among the other speakers on the program were Mrs. Roosevelt, Gerard Swope, Miss Ida M. Tarbell, Walter Lippman, and Newton D. Baker. Many social welfare workers and representatives of Community Chests and Councils were in attendance.

Beginning October 3 and continuing throughout the month, the various divisions of the Michigan Education Association will hold their annual conferences. General, division and sectional meetings will be continued as in the past. In addition several of the divisions are providing for group discussions on a variety of topics and for special demonstration lessons each to be followed by a discussion period.



The educated man is a man with certain subtle spiritual qualities which make him calm in adversity, happy when alone, just in his dealings, rational and sane in the fullest meaning of that word in all the affairs of life.

—RAMSAY MACDONALD.



A popular government without popular information is but a prologue to a Farce or a Tragedy, or perhaps both. Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives.

—JAMES MADISON.

EDUCATIONAL QUOTATIONS AND CLIPPINGS

Dr. William John Cooper, professor of education at George Washington University; United States Commissioner of Education from 1929 to 1933, died on September 19 at the age of fifty-two years. Dr. Cooper was elected superintendent of schools at Fresno, California, in 1921. In 1926 he held the same position in the San Diego school system. In 1927 he was appointed state superintendent of public instruction and state director of education, which post he held until he was appointed United States Commissioner of Education.

The gift of \$5,000,000 as an endowment for the Graduate School of the University of Michigan has been announced. The donor is the Horace H. Rackham and Mary A. Rackham Fund of Detroit. The grant supplements many anonymous gifts which Mr. Rackham made to the institution during his lifetime. One million dollars will be used to construct an independent building for the Graduate School, while the balance will become a perpetual endowment. The enlarged graduate school will be a memorial to Mr. Rackham.

The Kalamazoo Public Schools and Western State Teachers College at Kalamazoo are co-operating in the establishing of a new demonstration class in special education at the Woodward Building with Dr. Edna Rickey Lotz as teacher. This class will be in addition to the one that has been maintained by Western State at the Paw Paw Training School and will provide greatly enlarged facilities for student-teacher participation as well as a center for public school clinical studies.

Representative Edward A. Kenney, Democrat, of New Jersey, introduced in the House on August 3 a resolution providing that all revenues collected by the United States from the estate of Will Rogers be set aside as a trust fund to be known as the "Will Rogers Student Aid Fund." The fund thus created would be administered by the Commissioner of Education until Congress established a permanent agency to administer it for student aid.

Dr. Henry J. Gerling, superintendent of the St. Louis public schools, has pledged personally \$25,000 to help to repay losses of 20,000 school children in two closed banks. Dr. Gerling offered the money after the St. Louis Court of Appeals had affirmed a decision that denied petitions of the children to have their claims against the Savings Trust Company placed in the preferred class.

PROFESSIONAL NEWS ACTIVITY

Dr. James O. Knauss, of the Social Science Department, has been keeping people in Kalamazoo informed about the Italo-Ethopian affair this fall. On September 16 he addressed the Exchange Club; on September 19 he addressed the Comstock High School; on September 24 he gave talks before the Hi-Y club of Central High School and before the Y. M. C. A.; on October 2, Dr. Knauss also addressed the Kalamazoo Kiwanians.

Mr. Carroll P. Lahman, Men's Debate Coach, spoke on "How the Subject Matter of Speech and English courses Can Contribute Most to the Citizens of Tomorrow" at the Michigan Educational Association meeting in Battle Creek, October 10, 11.

Mr. E. D. Pennell, of the Department of Commerce, has just completed a study of the physical organization of the commercial departments in the North Central public high schools of Michigan. The survey was made in collaboration with the Division of Secondary and Vocational Education of the State Department of Public Instruction. The report of the findings will be published this fall.

Mr. James W. Boynton, of the Chemistry Department, addressed the Rotary Club of Vicksburg October 11, on "The Effectiveness of War Gases". Mr. Boynton attended the Michigan Conference of Junior Colleges, Physical Science Section, in Grand Rapids, October 25.

Miss Myrtle Windsor, and Miss Ada Hoebeke, of the Language Department, attended summer school at the University of Michigan.

Miss Ruth Van Horn, of the English Department, attended summer school at Columbia University. Miss Van Horn has recently had two poems published: "Give me the Silver Pavement" in *Bozart-Westminster*, and "On Hearing Ravel's *Le Gibet*" in *Bard*.

Mr. Charles Starring, of the Social Science Department, attended the first term of the summer session of the University of Chicago, and then took an extended motor trip through the west as far as the Pacific coast.

Dr. Edna Lotz, of the Special Education Department, and Mr. Homer L. J. Carter, of the Research Department, attended the meeting of the American Psychological Association in Ann Arbor, September 4, 5, 6. On Thursday, October 10, Mr. Carter discussed "The New Type Examination, Its Advantages and Disadvantages" in Battle Creek at the meeting of the Michigan Educational Association. Mr. Carter

also discussed "The Clinical Approach to the Problem of Remedial Reading" at the Elementary section of the Michigan Educational Association in Detroit on October 11.

Mr. Herbert Slusser, of the English Department, spoke on "Some Objectives in the Teaching of Oral Interpretation of Literature" at the Michigan Educational Association meeting in Battle Creek, October 10, 11.

Dr. John P. Everett, of the Department of Mathematics, presented a paper on "Students' Marks" at the meeting of the Faculty Science Club held at the home of Mr. John Fox, of the Department of Physics, on October 16.

Dr. George H. Hilliard, of the Department of Education and Psychology, lead a discussion on Remedial Reading at the meeting of the Michigan Educational Association, on Thursday, October 10 in Battle Creek. The discussion followed an address given by Dr. Wm. S. to the Rural Section. On Friday, October 11, Dr. Hilliard led a discussion following an observation lesson in Remedial Reading given by Mrs. Ruth Coates, a former student of Western State Teachers College, at the meeting of the Michigan Educational Association.

Dr. Smith Burnham, of the Department of Social Science, spoke on the Constitution at a dinner meeting of the local post of the American Legion on September 10. On September 17 he gave two addresses in connection with Constitution Day activities. In the afternoon he spoke to the Detroit chapter of the Sons of the the American Revolution and in the evening he addressed a joint meeting of the Masonic lodges of Kalamazoo. On October 5, Dr. Burnham presided at the Centennial Dinner of the State Historical Society in Battle Creek.

Miss Mathilde Steckelberg, of the Language Department, was granted one year leave of absence. She is teaching German at the University of Nebraska. Miss Magdalene Lau of Lincoln, Nebraska is taking Miss Steckelberg's work for the year.

Miss LaVerne Argabright, of the Nature Study Department, gave a talk to the Training School at the assembly period on October 3. The subject of her address was "Birds of the Kellogg Sanctuary".

On October 29, Dr. W. R. Brown, of the English Department, spoke to the Jackson Women's Club on "Trends in Contemporary Fiction".

Miss Mary Moore, of the Home Economics Department, Miss

Ada Hoebeke, of the Language Department, and Mrs. Amelia Biscoomb, of the English Department, were among the instructors chosen to be judges of school exhibits at the Hartford Fair.

Miss Frances Noble, of the Language Department, attended the French School at Middlebury College, Middlebury, Vermont during the past summer.

Miss Lucia Harrison, of the Department of Geography and Geology, spent the summer in research work at the John Crerar Scientific and Technical Library, Chicago.

Mr. Louis Foley, of the English Department, taught French and had charge of Dramatics at the Ecole Champlain, French camp at Ferrisburg, Vermont.

A course of six lectures entitled "Evenings with Books" will be presented at the Church School of the Presbyterian Church on Thursday evenings. Mr. George Sprau, of the English Department gave the first two lectures, October 17, and 24, on "Reading and Interpretation of Poetry". Miss Anna French, Librarian, will give the third and fourth lectures, one on "Novels of Constance Holme", and the second on "Humor in Prose and Rhymes". The fifth and sixth lectures of the course will be given by Dr. W. R. Brown, of the English Department. The fifth will be a review of a current novel, and the sixth a review of a current biography.

Dr. Elmer H. Wilds, of the Department of Education and Psychology, won first place in one of the eight divisions of the national essay contest sponsored last spring by State Teachers Magazines, Inc. Dr. Wilds, whose subject was "Teachers and Social Planning," was presented with the prize money at the state executive secretaries' luncheon at the National Educational Association Denver convention. Dr. Wilds was in Dowagiac, September 24 to assist in the initiation of a new home room organization in the Senior High school. While there Dr. Wilds addressed a faculty meeting of Junior and Senior High school teachers.

Miss Eunice Kraft, of the Language Department, attended Summer School at Cornell, University, Ithaca, New York. Miss Kraft spoke at the Classical section of the Michigan Educational Association meeting, in Battle Creek, on October 11, on "Horace's Philosophy".

Dr. William McCracken, of the Chemistry Department, addressed the Student Science Club on October 9.

Miss Isabel Crane, of the Physical Education for Women Department, was chairman of the Physical Education meeting at the Michigan Educational Association meeting in Battle Creek.

Dr. Ernest Burnham, of the Rural Education Department, attended the Cooper Center Memorial Service for Mr. Cyrus Walker who was a representative of Cooper Township on the Board of Supervisors for many years. The service was held on Sunday, October 6.

Mr. Merrill Wiseman, of the Biology Department, led a discussion of a demonstration lesson in General Science at the General Science Section, of the Michigan Educational Association meeting in Battle Creek, Friday, October 11. Mr. Wiseman also gave an address to the Parent-Teacher Association of the Burdick Street School on October 18.



It is not to be doubted, I think, that Americans will soon have a very considerable nodding acquaintance with the best in literature and in the other arts, which is the working apparatus of culture. But the transformations of character, which are the only fruit of culture that make it worth serious recommendation, are not to be brought about in that way.

—ALBERT JAY NOCK.

GLEANED FROM THE MAGAZINE RACK

Are you a graduate of an "eminent" university? See if your alma mater is mentioned in the article in the June *Atlantic* by Edwin R. Embree. This appraisal of American Universities appears under the title "In Order of Their Eminence".

Are you weary of hearing about "transfer of training"? Even if you are, the expression "Pseudo-Science" might possibly intrigue you or even irritate you. Turn back to the May number of *The Mathematics Teacher* for a scholarly, well-written article on "Transfer of Training and Educational Pseudo-Science" by Pedro T. Orata.

Shall the teacher swear or not swear? No, we are not talking about profanity. Over one-third of the states have recently enacted laws requiring teachers to take an oath of allegiance. A good history of this present day "educational movement", with arguments pro and con, is found in the June number of *School Life*. It is written by Ward W. Keesecker.

Would you like to teach in a more attractive environment? If you are not satisfied with the square, dingy, uncarpeted, hard-seated place you call your class-room, you should derive some comfort and perhaps some practical suggestions for improvement from reading Charles E. Packard's article, "Beauty in the Classroom" in the *Journal of Education* for July 17th.

Sh-sh-sh. Let us just whisper the information that there is an accurate, scientific article on sex education in *Parent's Magazine* for August. Written by Francis Bradshaw, it is entitled "Sex Problems in the Teens".

Educational innocents who have not yet learned the "facts of life", will be startled and perhaps shocked by a reading of "We Buy New Students", written by Thomas M. Johnson, a former college publicity director, for the *Reader's Digest*, September number. Such terms as "hornswoggling", "shanghaiing", "go-getter", "high-pressure", "gyp students", and "docking salaries" are somewhat unusual for an article on an educational topic, but add tremendously to reading interest.

"The flounderings of psychology, and the bickerings of psychologists, damage its prestige. *** A science that can endure the ravages of two

such distempers as behaviorism and psychoanalysis and recover without permanent disfigurement must have a lusty constitution." M-m-m. Sounds like strong language! A stirring article on our national habit of "taking the name of psychology in vain" is found in *The American Scholar* for the Summer Quarter. It is by Joseph Jastrow and raises the question "Has Psychology Failed?"

Are a few individuals in your school running all the student activities, while all the others look on in boredom, if not in resentment? If so, you will find some helpful suggestions in "Uncliquing the Clique", by J. C. Baker, in the October number of *School Activities*.

When a college or university recruits its faculty chiefly from its own graduates, we call it "inbreeding". The dangers of such a procedure is statistically revealed in an article by Walter Crosby Eells and Austin Carl Cleveland in the June *Journal of Higher Education*. Look for it under the title, "The Effects of Inbreeding".

"Because teachers usually pay their bills and are considered good risks, they are continually being invited to become customers of the loan-shark companies and many become regular and consistent victims." A method of escape is described in "Credit Union for Teachers" by J. D. Hull in the September *Junior-Senior High School Clearing House*.

Do you sometimes get the dismayed feeling that the true aims of education are becoming lost in a bewildering array of blanks, excuses, passes, circulars, bulletins, forms, rules, inventories, vouchers, receipts, and requisitions? Then you will enjoy a perusal of N. C. Kearney's "School Size and Red Tape" in the issue of *The Journal of Education* for September 16.

Dr. George H. Hilliard
Editor, The Educational News Bulletin
Western State Teachers College
Kalamazoo, Michigan

Dear Dr. Hilliard:

I came away from the campus without handing you the copy for the page in the October issue of the Educational News Bulletin titled, "Concerning Students and Alumni". As you know, the Michigan Education Association meetings are always in vogue during the month of October and I find myself nearly 600 miles away from home attending the first one of this year.

Iron Mountain, Iron River, Ironwood—surely this part of Michigan is rightly named, The Iron County. Then too, I should speak about the weather. The last 100 miles we drove through a snow storm. Down from the north over the Big-Sea-Water came Keewaydin bringing with it snow and ice. Residents of Ironwood say October 4 is earlier than the first evidences of winter should appear, but nevertheless, we drove through one-to-three inches of snow. This "Land of Hiawatha" is a beautiful place with the branches of the evergreens bending with the weight of the first snow, however I assure you that the climate was somewhat of a surprise to one having driven out of a community still awaiting its first frost.

Two-Hundred Thirty-Five graduates of Western State Teachers College are living in the Upper Peninsula. Not all of them are teaching, but a large percentage are and we have alumni on the faculty at Northern State Teachers College, in the high schools of the area, and in the grades. Some graduates are in administrative positions—superintendents of schools, principals of high schools, educational directors in CCC camps, and county commissioners of schools. It surely is a privilege to be here and talk with them about their work and they always want to know about the welfare of students attending college from their neighborhoods.

What a chance the alumni secretary has to become familiar with the geography of Michigan. Already at this meeting of Region No. 7, I have seen graduates from Amasa, Bessemer, Cedar River, Chassell, Crystal Falls, Ewan, Escanaba, Gladstone, Ironwood, Kenton,

Laurium, Manistique, Marquette, Negaunee, Norway, Sagola, Sault Ste. Marie, Stambaugh, Vulcan, Wakefield, and Watersmeet. While these are only 21 towns and cities in the Upper Peninsula still they are very well scattered on the so-called, "Roof Garden of the United States".

I expect to return to the campus Saturday. To and from this distant town in Michigan, my Michigan, is about 1200 miles. Strange, isn't it, that to get to this part of our great state it is most convenient to travel in Indiana, Illinois, and across Wisconsin? The return trip may be made by way of the Straits. Should we come that way we shall have encompassed a great portion of the 1750 miles of Michigan's borders of water. I assure you that this opportunity to see the woods with all of their colors and the lakes and streams on every side is being very much appreciated, and I think again of—

"..... the dew and damp of meadows,
..... the rushing of great rivers,
..... the thunder in the mountains,
..... the bird's nests of the forests,
..... the lodges of the beaver,
..... the foot-prints of the bison,
..... the eyrie of the eagle,
..... the moorlands and the fen-lands, and
..... the melancholy marches."

etc.

Yours very truly,

CARL COOPER,

Alumni Secretary,

Western State Teachers College.



Many books deserve careful preservation because of the priceless heritage they represent. But books need more than preservation; they need use.

—ANTIOCH NOTES.

NEW BOOKS

Poems of Gerard Manley Hopkins, edited with notes by Robert Bridges. Second edition. 4th printing, 1935. Oxford University Press. Critical introduction by Charles Williams. 159 pp. and appendix of additional poems. \$3.00.

Although the Jesuit priest, Gerard Hopkins, wrote in the 70's and 80's, he was first published in 1918, by Robert Bridges. MacLeish prophesies Hopkins will be the father of a poetic generation; Van Doren likens him, at his best, to Herbert, Wordsworth, and Milton. Many of the poems are flawed by his experimentation in rhythmic, but his masterly handling of technique is mostly admirable and beautiful. Moreover, Hopkins has something to say.

Public Administration, by John M. Pfeffner. The Ronold Press, 1935. pp. xii, 525.

If it be true that the ability of the administrator is often unequal to the problems of administration, a volume such as this should be welcomed by friends of good government.

The book is divided into five parts and twenty-four chapters. The parts are organization, personnel, financial administration, administrative law, and public relations.

The United States has not followed European countries in demanding trained administrative officials. However, the increased scope of governmental activities—some very technical—has increased the demand for trained administrators in the various units of our government.

Present and future administrative officials will find this book very helpful.

A Dynamic Theory of Personality, by Kurt Lewin. Translated by Donald K. Adams and Karl E. Janer. McGraw-Hill Book Company, Inc., 1935. pp. ix, 286.

For those looking for a scientific explanation of the dynamic personality this book will prove to be stimulating and perhaps convincing. The eight chapters, which are a collection of originally independent articles, are vivid presentations of the dynamic point of view in psychology.

The most interesting chapters to this reader were the ones dealing with the structure of the mind, environment forces in child behavior and development, the psychological situations of reward and punishment, education for reality, and a dynamic theory of the feeble-minded.

The book, though difficult to read in certain parts, is interesting to the student of modern psychology. The translation merits commendation.

The Foundations of Human Nature, by John M. Dorsey, M. D. Longmans, Green and Co., N. Y., 1935. pp. xiii plus 488.

This is a book on mental hygiene, written from the point of view of the modern dynamic theory of personality. Of special interest to teachers are the chapters on "Pedagogical Treatment" and "What to Educate For." Any one interested in the question of personality development will find this work of practical value.

Modern Public Education; its Philosophy and Background, by Isaac Doughton, Head of the Department of Education, State Teachers College, Mansfield, Pennsylvania. D. Appleton-Century Company, 1935. pp. xx, 729.

This book is an attempt to integrate the history and philosophy of education into one treatment, with the major emphasis upon the philosophy of education, and even more particularly upon the philosophy of contemporary public education in a democracy. Instead of being an impartial presentation of all the current philosophies, this book is frankly intended as a justification of the child-centered philosophy. Written from the point of view of the "New Education", it naturally puts most emphasis upon John Dewey's contributions to educational thought. The book fails to give adequate treatment to such current conceptions of education as those of the nationalists, the traditionalists, and the essentialists, but it does provide an excellent basis for an understanding of the philosophy of that group of educators who are dominant in American educational leadership today, the so-called progressives or experimentalists.

The Social Ideas of American Educators, by Merle Curti, Professor of History, Smith College. Charles Scribner's Sons, 1935. pp. xxii, 613.

This, the tenth volume of the Report of the American Historical Association on the Social Studies in the Schools, presents an authentic analysis of the social ideas of leaders in American education from colonial times down to the present. This careful study of the social thinking of American educators should prove interesting and valuable, not only to those immediately concerned with the social studies, but also to that growing body of teachers and citizens who are engaging in the study of the general development of educational theory. The chapters on Horace Mann, the Social Reformer, William T. Harris, the Conservator, Francis W. Parker, the Democrat, G. Stanley Hall, the Evolutionist, William James, the Individualist, Edward T. Thorndike, the Scientist, and John Dewey, the Experimentalist, are especially stimulating and very much worth reading.

CORRESPONDENCE COURSES

WESTERN STATE TEACHERS COLLEGE THE EXTENSION DEPARTMENT

Realizing that many high school graduates and others, away from the centers at which extension courses are being offered, are desirous of taking work for pleasure and profit, the Extension Department of Western State Teachers College is offering correspondence courses covering a wide range in the field of Education. Such courses may be taken with or without credit.

Special attention is called to the fact that these courses are made available by the Extension Department to recent high school graduates, who have not found it possible to attend college this year.

Full details of these courses may be secured by addressing John C. Hoekje, Director of Extension.

WESTERN STATE TEACHERS COLLEGE
KALAMAZOO, MICHIGAN

Correspondence courses are offered in the following subjects:

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ECONOMICS
EDUCATION
ENGLISH
GEOGRAPHY
HISTORY
HOME ECONOMICS
LANGUAGES
MANUAL ARTS
MATHEMATICS
MUSIC
POLITICAL SCIENCE
PSYCHOLOGY
RURAL EDUCATION
SOCIOLOGY

Scanned from the National Association of Educational Broadcasters Records
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"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."



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